



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

in the most advanced countries it moves fastest. In them it is most practical. It can be held, for example, by those best acquainted with the American Labor movement that our organizations would hardly leave the Pilsen brewery at peace, as is being done by the Austrian labor movement, while it conducted its business under such non-union conditions. We might not vote in the United States with a grand hurrah for the nationalization of rainbows in the year 2000, but we would have thirty-five hundred better-paid, better-conditioned brewery-workers in a jiffy—or we would abstain, at least, from Pilsner beer.”

SOCIAL AND INDUSTRIAL CONDITIONS IN THE NORTH DURING THE CIVIL WAR. By EMERSON DAVID FITE. New York: The Macmillan Company, 1910.

To the generation of Americans that has grown up since the war the period of the sixties is already taking on a legendary character. Fathers and mothers tell their children of the wave of patriotism that swept over the country and stirred men out of their accustomed paths; of the armies of young men that marched to the front, never to return; of the sacrifices of those left behind, and the tense strain of waiting for news of good or ill. To those who have never known any but a Spanish-American interlude, a host of practical questions must arise to square the military political war-time of the school history and family anecdotes with the agricultural, commercial and industrial development of the years immediately following. How did the people live? Where did the money come from? Who attended to the farms, shops and factories when so many men were in the army? How was it that during the four years of the war the people of the United States lent to the Government thousands of millions and yet emerged from the struggle a prosperous, not a bankrupt nation? These questions and many others find an answer in Professor Fite's "Social and Industrial Conditions in the North during the Civil War," which treats of an aspect of our national history under-emphasized by economists and neglected by historians.

The student and teacher will find in the first seven chapters on agriculture, mining, transportation, manufacturing, commerce, capital and labor a mine of information that will tend to recast the accepted interpretations of events in the sixties. The general reader, especially if he be curious to reconstruct the lives and interests of his immediate forebears, will find intimate and illuminating matter in the last four chapters on Public Improvements, Education, Luxuries and Amusements and Charity. Professor Fite has drawn widely on sources usually ignored by the political historian—newspapers, journals and the reports of associations—and has succeeded in giving in great detail a picture of social and industrial conditions during four crucial years of our national life.

THE EDUCATION OF WOMEN. By MARION TALBOT. Chicago: Chicago University Press, 1910.

The *raison d'être* of Dean Talbot's disappointing little book on the "Education of Women" is hard to establish—unless it be "a wise attempt to shape a movement," as is hinted in the introductory chapter—which, by the way, is the very thing we are looking for in a book bearing this title.

Woman's education in this country has passed its pioneer and controversial stage and is rooted among the institutions of the land. But just what form this particular institution is to take, just what is to be its development in the immediate future, is a question of absorbing interest to a goodly company of educators and a noble army of fathers and mothers. Are girls to be educated on exactly the same plan as boys, and if so, is the present man-made system efficient? If girls are to be trained along different lines, what determines the divergence? At what age does it begin? What subjects are included or excluded? These questions are not answered by Dean Talbot, though she gives us to understand that the system of woman's education was modelled upon that "already outgrown of men," and that the "woman's college is still held in some degree in the trammels of the old traditions." The history of woman's education is not in any degree fully outlined that we may know just where we stand, nor are the various classes of institutions where women are trained indicated and the type of training they offer analyzed. We are told that the last century was marked by an industrial, educational, civic, philanthropic, domestic and social change in the status of women. Dean Talbot illustrates the changing educational ideals and the consequent modifications of the curricula which have accompanied this so-called emancipation of woman by the typical woman's college and a State university. An interesting comparison is made of the courses offered at Vassar in 1861 with those given at the present time, and of the advantages given to women at the University of Wisconsin in 1868 and in 1909. But women's colleges are large and small; they have high and low standards; some fit for professional schools and others do not; some have graduate departments leading to higher degrees and others are for undergraduates only. The conditions at the State university are not identical with such affiliated colleges as Barnard and Radcliffe, nor with the problems of co-education in a privately endowed institution.

The book is neither a history, an analysis nor a handbook; but rather a digest of many college catalogues and institutional programmes, past and present. It might be described as a syllabus of syllabi; and is no real use to students of educational problems who must turn to its sources for a more detailed study of any special subject, though its digests and summaries may prove a boon to many a "Commencement Speaker." Dean Talbot has made many just criticisms of our present educational machinery and offered many helpful suggestions. But the criticisms are so general and sweeping that we are challenged at every page to state that they are not found in all schools and colleges where women study. On the other hand, so many hopeful features are omitted from consideration that we are forced to conclude that the scope of this study is too limited. Coming from the dean of women at one of the largest co-educational universities in the country, and from the pen of one of the founders of the Association of Collegiate Alumnae, the book is disappointing in the extreme.

ADAM SMITH AND MODERN SOCIOLOGY. By ALBION W. SMALL. Chicago: Chicago University Press, 1907.

Were we to build a "five-foot shelf" to contain all the single books that had inspired "schools of thought"—which is but another phrase for "bones of contention"—Adam Smith's "Wealth of Nations" would find there a